



Manual for Developing
Evaluating, and Approving
Professional Preparation
for the

AGRICULTURAL SPECIALIST

CREDENTIAL



*TO BE USED IN CONJUNCTION WITH THE TWELVE STANDARDS OF
PROGRAM QUALITY AND EFFECTIVENESS AND PRECONDITIONS
FOR TEACHING SPECIALIST AND SERVICES CREDENTIALS*

COMMISSION ON TEACHER CREDENTIALING

STATE OF CALIFORNIA

SACRAMENTO

REVISED OCTOBER 1985

AGRICULTURAL SPECIALIST CREDENTIAL

GENERAL CONSIDERATIONS

SECTION A. Statement of Institution Intent

Institutions shall file a statement of their intent at least three months prior to the submission of the program document. The purpose of the statement of intent is to assist the Commission on Teacher Credentialing in scheduling its program reviews. This written statement shall contain the following information:

1. The *name of the contact person* responsible for the program.
2. The *title of the program* for which approval will be sought.
3. The *expected date of initiation* of the program. (Institutions should not plan to begin programs until at least the semester following the submission date of the program document.)

SECTION B. Program Document

The program document shall meet the requirements established by the Commission. Initial approval is dependent upon inclusion of a written statement from the chief administrative officer of the institution, indicating full institutional support of the program. This statement shall include the identification of all sites, including the main campus, where the program will be in operation.

The program document shall include the following information:

1. ***CATEGORY A.*** Assurances that the proposed program has been allocated adequate institutional resources, has a designated coordinator, and has the involvement of appropriate members of the community.
2. ***CATEGORY B.*** Statements of program objectives and how such objectives address the specified professional competencies and field experiences.
3. ***CATEGORY C.*** Identification of the procedures used, including sample instruments, to determine the effectiveness of the program.

CREDENTIAL PROGRAM REQUIREMENTS

The following assurances shall be verified by the Dean of the School of Education. These assurances are the minimum requirements for all programs submitted for approval.

CATEGORY A 1.0 Institutional Resources

- 1.1 Approved programs of professional preparation shall have a designated faculty member with the assigned responsibility for coordination of the program.

YES _____ NO _____

-
- 1.2 Budgeting and other resources shall be allocated to this program of professional preparation in accordance with standard institutional procedures for such allocation.

YES _____ NO _____

-
- 1.3 All program submissions shall include a request for approval, signed by the chief administrative officer of the institution. This request shall state the institution's commitment to provide the resources necessary to assure achievement of the program objectives.

YES _____ NO _____

CATEGORY A 2.0 Community Resources

- 2.1 Programs submitted for approval shall have had the involvement of constituents to include, but not be limited to, practitioners in the credential area and non-educator members of the public, including representatives from the minority communities served by the institution.

YES _____ NO _____

CATEGORY B. 1.0 Admission Requirements and Field Experiences

- 1.1 A candidate for the variant concurrent and/or regular specialist program must meet the following admission requirements:

- Hold a valid basic teaching credential in agriculture, and/or
- Hold a B.S. or B.A. degree in agriculture, or be enrolled in a program leading to such degree, or

- For the variant concurrent credential, must be in the process of completing a teaching credential concurrently with a specialist credential.

YES _____ NO _____

1.2 All programs shall ensure that the candidate completes a minimum of 160 clock hours on site, including:

- For variant concurrent programs only, at least 40 clock hours student teaching in agriculture, with a preliminary variant concurrent credential limited to a given district.
- Experience at more than one grade level.

YES _____ NO _____

1.3 The requirements for admission to the program (including grade point average) should be at least comparable to requirements for other areas of professional study at the institution.

YES _____ NO _____

1.4 Programs shall ensure that students have had, or will have by completion of the program, differentiated supervised field and practicum experiences with learners in representative crosscultural settings (in addition to their qualifying for the Single Subject Agriculture Credential), which provided for:

- 1.4.1** Opportunities designed for the individual candidate's background, experience, and career goals.
- 1.4.2** Supervised experiences in at least one field setting with pupils from a culture different from that of the candidate.
- 1.5** Following Commission approval of this program, the institutions shall continually update and improve the program, as necessary, to insure that graduates will have the skills and knowledge necessary for entry into the field.

CATEGORY B. 2.0 Professional Competencies

Practitioners in these credential areas have identified the following skills and knowledge statements as basic competencies essential for entry into the field. Institutions preparing candidates for these credentials shall design their programs to develop such skills and knowledge required for service in these credential areas.

In preparing documentation for this section, institutions must present the objectives of the program, and indicate the relationship of these objectives to the competency requirements of the Commission and program coursework. The candidate-evaluation procedures associated with these competencies appear in Category C 1.0.

Programs shall be designed, in part, to develop specific skills and knowledge in the following competency areas:

The Specialist shall be able to:

2.1 Demonstrate basic knowledge and competencies in agriculture economics/management, animal production, plant production, and agricultural mechanics; and advanced competency in one or more of the following instructional program areas:

2.1.1 Agricultural production.

2.1.2 Supplies and services.

2.1.3 Agricultural mechanics.

2.1.4 Agricultural products and processing.

2.1.5 Ornamental horticulture.

2.1.6 Natural resources.

2.1.7 Forestry.

2.2 In addition to the requirements in 2.0, candidates preparing to teach occupational programs in agriculture will demonstrate competency and knowledge in the following professional preparation areas:

2.2.1 Agricultural program planning, development, and operation.

2.2.2 Advising, conducting, and managing Future Farmers of America programs.

2.2.3 Supervising student occupational experience programs in agriculture.

2.2.4 Conducting young farmer and adult education programs in agriculture.

2.2.5 Principles, practices, policies, trends, and philosophies in vocational education.

CATEGORY C. Program Evaluation

Program evaluation shall be a process performed during and following implementation of a program. Program evaluation shall be designed to determine the appropriateness and effectiveness of the overall program. The Commission requires every institution offering an approved professional preparation program in teacher education to conduct regular, formal, and systematic evaluations of such programs.

Evaluation designs shall provide total program review, including entrance requirements, institutional program objectives, and all academic requirements. The design shall also include a review of the training provided and the skills and knowledge demonstrated by the candidates in accordance with Commission requirements.

1.0 Evaluation of Candidates Prior to Recommendation for the Credential

All candidates completing the program shall be evaluated by the institution during the program, and immediately preceding recommendation for the credential, to ensure that candidates have acquired the minimum academic and professional skills for entry into the credential area in accordance with Commission requirements and the program goals and objectives.

In order to meet the requirements of this section, the institution shall describe the process by which candidates shall be determined to have met the Commission requirements and the program goals and objectives. The explanation shall include, but not necessarily be limited to, the following:

- A description of the evaluation process, including sample instruments and criteria, e.g., comprehensive examination, performance evaluation--a check-off procedure of courses completed is not acceptable.
- Identification of those persons who conduct candidate's final evaluation.
- Identification of the person(s) who makes the final determination as to whether or not the candidate demonstrates required minimum academic and professional skills for entry into the field.
- A description of the process provided for candidate appeal.

- Specification of the minimum criteria used for determining the candidate's demonstrated competence in reading, writing, and speaking English.

2.0 Follow-up of Graduates

Graduate follow-up shall be conducted as a regular and integral part of program evaluation. Follow-up of graduates shall include collection of data from graduates of the program and other persons having knowledge of the graduates' performance, including employers and immediate supervisors of graduates. The perceptions of these sources as to the continued relevance of the skills and knowledge being developed by the program shall be the focus of this part of the evaluation process, rather than the specific performance of individual graduates.

These data shall be collected at least once every three years. The three years of data should include three years of graduates.

In order to meet the requirements of this section, the institution shall describe the process by which the follow-up of graduates shall be performed. The explanation shall include, but not necessarily be limited to, the following:

- Assurance that graduates are surveyed at least one year after leaving the program.
- Identification of persons asked to respond to the follow-up evaluations; e.g., principals, assistant superintendents, etc.
- Identification of those persons who review and interpret the data; e.g., faculty, practitioners, graduates, employers.
- Copy of the instruments that are used.
- A description of the process by which follow-up evaluation data are reviewed for possible modification of or incorporation into a program.

3.0 Institutional Data on Candidate Enrollment and Recommendations

As part of the overall evaluation process, the institution shall maintain data on candidate enrollment and recommendations.

In order to meet the requirements of this section, the institution must submit data on the standardized form, provided by the Commission, called the Institutional Data Form. The form is sent to Deans and Directors of Teacher Education on an annual basis.

4.0 Needs Analysis

Institutions shall survey agencies and groups who might utilize the services of the credential holder to determine what skills and knowledge they deem necessary for a practitioner to function effectively in his/her field. The surveys shall be conducted at least once every four years and the results analyzed to determine whether or not modifications in the program are necessary to meet changing requirements of the profession.

In order to meet the requirements of this section, the institution shall describe the process by which collection and analysis of data is accomplished and results are incorporated into the program.

The description shall include, but not necessarily be limited to, the following:

- Identification of the populations surveyed, e.g., groups, agency representatives, practitioners, school administrators, etc.
- A description of the procedures used to collect the data and a copy of the instrument.
- A description of the process for analysis and interpretation of the data, including how such information will be incorporated into the institutional process for program modification and improvement.
- Identification of the person(s) responsible for collection, analysis, and interpretation of the data.

**Standards of Program Quality and Effectiveness for Teaching
Specialist and Services Credentials**

**(To Be Used in Conjunction with the Manuals for Developing,
Evaluating, and Approving Professional Preparation for the
Agricultural Specialist Credential, Early Childhood Education
Specialist and the Mathematics Specialist Credential; and the
Manual for Developing, Evaluating, and Approving Personalized
Preparation for the Designated Subjects Special Subjects
Teaching Credential and the Designated Subjects Supervision
and Coordination Credential)**

**Institutional Resources and Coordination
Admission and Candidate Services
Professional Competencies and Field Experience
Determination of Candidate Competence**

**Commission on Teacher Credentialing
1812 9th Street
Sacramento, CA 95814-7000
State of California**

**April 6, 1990
(Revised January, 1993)
(Revised July, 1996)**

**Standards of Program Quality and Effectiveness for Teaching
Specialist and Services Credentials**

**(To Be Used in Conjunction with the Manuals for Developing,
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Agricultural Specialist Credential and the Mathematics
Specialist Credential; and the Manual for Developing,
Evaluating, and Approving Personalized Preparation for the
Designated Subjects Special Subjects Teaching Credential and
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State of California

Pete Wilson, Governor

July 1996

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Foreword

The quality of public education depends substantially on the performance of professional educators. Like all other states, California requires educators to hold credentials granted by the state in order to serve in the public schools. Each state, including California, establishes and enforces standards and requirements for earning credentials for public school service. These certification standards and requirements are among the ways in which states exercise their constitutional responsibility for governing public education.

The quality of professional performance depends heavily on the quality of initial preparation. Each state has a legitimate interest in the quality of training programs for professional educators. In each state, completion of a professional preparation program that has been approved by the state's certification agency is a legal requirement for earning each type of credential, including teaching credentials. State legislatures adopt such requirements because they recognize the critical role of professional preparation in subsequent professional performance. If a state were to abandon its interest in the quality of professional preparation programs, it would implicitly suggest that competent performance does not depend on excellent preparation.

After a developmental process that took more than five years and involved more than one thousand professional educators, in November 1986, the Commission on Teacher Credentialing adopted the recommendations of the Commission staff on the redesign of the Commission's program approval and evaluation process. A complete description of the process of redesign can be found in the Commission document New Designs for Professional Preparation (October 1986).

This report contains the following: standards of program quality and effectiveness for teaching Specialist and Services Credential Programs, the factors that will be used as guides to judge whether standards in Categories I and II are met and preconditions established by State law or Commission policy that must be met as a prerequisite to program must also be addressed.

On January 5, 1990, the Commission approved *Standards of Program Quality and Effectiveness for Teaching Specialist and Services Credentials* in the Categories of "Institutional Resources and Coordination", "Admission and Candidate Services", and "Evaluation of Candidate Competence". Standards in these three areas had previously been approved for Multiple and Single Subject Credential Programs and had been used successfully for three years. Based on our experience with the evaluations of the past three years, the staff has identified twelve standards from the Multiple and Single Subject Programs which are applicable to all credential programs. These standards are the following:

- Program Design, Rationale and Coordination
- Institutional Attention to the Program
- Resources Allocated to the Program
- Qualifications of Faculty
- Faculty Evaluation and Development
- Program Evaluation and Development
- Admission of Candidates: Academic Qualifications
- Admission of Candidates: Prior Experience and Personal Qualifications
- Availability of Program Information
- Candidate Advisement and Placement
- Candidate Assistance and Retention
- Determination of Candidate Competency

With the exception of the final standard, these are taken from Categories I, "Institutional Resources and Coordination"; and II, "Admission and Student Services", of the *Multiple and Single Subject Program Standards*. These twelve standards replace formerly approved guidelines in Categories A and C, and those portions of Category B that relate to admissions procedures.

The program guidelines in Category B will continue to be used until such time as the Commission adopts specific standards recommended by expert advisory panels for the specific specialty or service area. The areas in which the program standards will be developed by advisory panels include program curriculum, required field experiences, and professional competence, and candidate performance.

Until standards of program quality are developed for a particular specialist or services credential, institutions of higher education who wish to submit a new program for approval or submit a previously approved program as part of periodic program evaluation should respond to standards one through twelve and the Commission guidelines in Category B, "Professional Competencies and Field Experiences" which may be found in the "Manual for Developing, Evaluating, and Approving Professional Preparation" for the particular credential. Institutions should prepare a narrative response to each standard and guideline describing how each is met. Institutions should include, as part of the response to the professional competencies section, a graphic description of the objectives of the program and indicate the relationship of these objectives to the competency requirements of the Commission.

Institutions of higher education must also provide a narrative response to each precondition. Preconditions are typically the requirements that must be met in order for an accrediting association or licensing agency to consider accrediting an institution or approving its programs or schools. Preconditions determine an institution's eligibility to apply for accreditation or to submit programs for approval. The actual approval or accreditation of programs, schools, or institutions is based on standards adopted by the association or licensing agency.

Preconditions one through six apply to all credential programs and were established by Commission policy. Preconditions six through nine are requirements established by statute. Institutions need to respond only to those that apply to the credential for which approval is sought. The third category of preconditions are those that apply to a specific credential. For example, Education Code Section 44270(a)(2) requires that Preliminary Administrative Services Credential candidates have three years of successful, full-time classroom teaching experience; or three years of experience on a services credential. There are also preconditions that pertain only to internship programs which must be addressed as a prerequisite to approved program status.

**Standards of Program Quality and Effectiveness
for all Teaching Specialist and Services Credentials**

**Institutional Resources and Coordination
Admission and Candidate Services
Professional Competencies and Field Experiences**

**Commission on Teacher Credentialing
January 4, 1990**

Definitions of Key Terms

Standard

A "standard" is a statement of program quality that must be fulfilled for initial approval or continued approval of a professional preparation program by the Commission. The Commission determines whether a program satisfies a standard on the basis of a consideration by an evaluation team of all available information related to the standard.

Factors to Consider

"Factors to Consider" will guide evaluation teams in determining the quality of a program's response to each standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. To enable an evaluation team to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the team to consider, in conjunction with each other, all of the quality factors related to that standard. In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the institution.

Category I

Institutional Resources and Coordination

Standard 1

Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Rationale

To be well prepared as teachers, administrators, counselors, or other education service personnel, candidates need to experience programs that are designed cohesively on the basis of a sound rationale that makes sense, and that are coordinated effectively in keeping with their intended designs.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The program has an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation.
- There is effective coordination between the program's faculty and staff, between the education unit and other academic departments on campus, and between the institution, local districts and schools where candidates pursue field experiences.
- The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 2

Institutional Attention to the Program

The institution gives ongoing attention to the effective operation of each program, and resolves each program's administrative needs promptly.

Rationale

The quality and effectiveness of a program depends in part on the attentiveness of institutional authorities to the program's governance, effectiveness and needs, which can suffer from institutional neglect.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Administrators of the institutions support the goals and purposes of the program, the program coordinator is included in appropriate institutional decision-making bodies, and the actual administrative needs of the program are resolved promptly.
- The institutions have effective procedures to quickly resolve grievances and appeals by faculty, students and staff.
- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 3

Resources Allocated to the Program

The institution annually allocates sufficient resources to enable each program to fulfill the needs of the program in terms of Coordination, Admissions, Field Experiences, and the Development of Candidate Competence.

Rationale

A program's resources affect its quality and effectiveness. If resources are insufficient, it is neither realistic nor reasonable to expect its staff or students to achieve high standards of quality or competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Adequate personnel resources are equitably provided to staff the program, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors to maintain an effective program.
- The program's faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, and instructional materials.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 4

Qualifications of Faculty

Qualified persons teach all courses and supervise all field experiences in each program of professional preparation.

Rationale

The qualifications of a course instructor or field supervisor may assume many forms, and be derived from diverse sources. For candidates to have legitimate learning opportunities, courses and field experiences must be taught and supervised by qualified persons.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each faculty member who teaches courses or supervises field experiences in the program has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program.
- Each faculty member who teaches courses or supervises field experiences in the program has current knowledge of schools and classrooms that reflect the cultural diversity of society.
- The program has effective affirmative action procedures with established recruitment policies and goals to ensure the equitable hiring of faculty.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 5

Faculty Evaluation and Development

The institution evaluates regularly the quality of courses and field experiences in each program, contributes to faculty development, recognizes and rewards outstanding teaching in the program, and retains in the program only those instructors and supervisors who are consistently effective.

Rationale

For a program to achieve and maintain high levels of quality and effectiveness, courses and field experiences must be assessed periodically, instructors and supervisors must develop professionally, excellent teaching must be recognized and rewarded, and effective instructors and supervisors must be identified and retained in the program.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution evaluates all courses and field experiences at regular intervals of time, including surveys of candidates.
- Faculty members use evaluations to improve instruction in the program, and have access to adequate resources for their professional development, including resources to support research, curriculum study and program development.
- The institution recognizes excellence as a teacher, supervisor, and/or advisor in appointing and promoting faculty members who serve in the program.
- The institution follows an equitable procedure for the identification of effective and ineffective course instructors and field supervisors, and removes from the program each instructor and supervisor who has been persistently ineffective.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 6

Program Evaluation and Development

The institution operates a comprehensive, ongoing system of program evaluation and development that involves program participants and local practitioners, and that leads to substantive improvements in each program. The institution provides opportunities for meaningful involvement by diverse community members in program evaluation and development decisions.

Rationale

To achieve high quality and full effectiveness, a program must be evaluated comprehensively and continually by its sponsor and clients. Developmental efforts and substantive improvements must be based on these systematic evaluations.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution evaluates the program systematically on the basis of criteria that are related to the design, rationale, goals and objectives of the program, and to the competence and performance criteria that are used to assess candidates in the program.
- The institution collects information about the program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, university and district supervisors, the employers of recent graduates, and each cohort of candidates during their enrollment and following their completion of the program.
- Improvements in all components of the program are based on the results of program evaluation, the implications of new knowledge about teaching and schooling as it relates to the credential area, and the identified needs of schools and districts in the local service region.
- The opportunities for involvement by persons who represent the diversity of the community in program evaluation and development that are meaningful and substantive.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category II

Admission and Candidate Services

Standard 7

Admission of Candidates: Academic Qualifications

As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution.

Rationale

The academic qualifications of credential candidates influence the quality and effectiveness of the program and (eventually) the profession, so each group of candidates should attain at a level of academic qualifications equivalent to or higher than candidates admitted to other post-baccalaureate programs at the institution.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple measures to define academic achievement.
- The program's recruitment and admission policies and practices reflect a commitment to achieve a balanced representation of the population by sex, race, ethnicity and handicapping conditions.
- The institution maintains records of all post-baccalaureate admissions and the programs uses these in making admission decisions.
- Evidence is available to the team that the program consistently adheres to this policy.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 8

Admission of Candidates: Prior Experience and Personal Qualifications

Before admitting candidates into the program, the institution determines that each individual has personal qualities and prior experiences that suggest a strong potential for professional success and effectiveness in the specialist or service area.

Rationale

Academic qualifications are not sufficient factors for program admissions, because of the uniquely human character of the education profession. Each candidate for a specialist or services credential must also bring appropriate personal characteristics and experiences to the program, so the program can build on human qualities that are essential for effective service in the credential area.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple procedures for determining each applicant's personal qualities and prior experiences, for example, personal interviews with candidates and written evaluations of candidates' experiences with children and youth and other relevant experiences.
- The program's admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to students from diverse ethnic, cultural and socio-economic backgrounds.

The program's admissions criteria require the candidate to have prior experiences in which suitability for the specialist or service area is demonstrated.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 9

Availability of Program Information

The institution informs each candidate in the program about (a) all requirements, standards and procedures that affect candidates' progress toward certification, and (b) all individuals, committees and offices that are responsible for operating each program component.

Rationale

To make adequate progress toward professional competence and certification, candidates must receive information about the applicable policies and requirements.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Each candidate is informed in writing, early in the program about: (1) the program's prerequisites and goals; (2) program coursework and fieldwork requirements; (3) the legal requirements for certification; and (4) specific standards and deadlines for making satisfactory progress in the program.
- Each candidate is informed in writing, early in the program, about: (1) advisement services, assessment criteria and candidate appeal procedures; (2) individuals who are responsible for program coordination and advisement and assessment of candidates; and (3) individuals who are responsible for administering student financial aid programs on campus.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 10

Candidate Advisement and Placement

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development as the need arises, and to assist in their professional placement.

Rationale

Once an educational institution admits a candidate to a professional program, it has an obligation to provide for his or her academic, professional and personal development as the need arises.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Student services, including academic advisement, professional assessment, personal counseling and career placement services, are provided by qualified individuals (including faculty members of appropriate academic departments) who are assigned those responsibilities and who are sensitive, competent and readily available when candidates need them.
- The institution provides advice regarding the realities and opportunities for entry into different areas of professional service, and assists each candidate in the pursuit of employment upon completion of the program.
- Student counseling, advisement, assessment, and career planning and placement services are provided equitably to all candidates in the program.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 11

Candidate Assistance and Retention

The institution identifies and assists candidates who need academic, professional or personal assistance. The institution retains only those candidates who are likely to attain the necessary skills and knowledge to practice in a specialist or service credential area.

Rationale for Standard 11

An institution that prepares candidates for Specialist and Services Credentials has an obligation to attempt to retain promising candidates who experience difficulties during professional preparation. Conversely, the institution has an obligation to public schools to dismiss candidates who are unsuited to professional practice.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution provides special opportunities for students who need academic, professional or personal assistance, provides information to all candidates about these opportunities, consults with candidates about the nature of the necessary assistance, and provides legitimate opportunities for candidates to comment prior to taking adverse actions against them.
- The institution reviews each candidate's competence at designated checkpoints, informs candidates of their strengths and weaknesses, provides opportunities for corrective learning, places marginal candidates on probation, dismisses candidates who are determined to be unsuited to practice in the credential area and considers candidate appeals.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category III

Professional Competencies and Field Experiences for Specialist and Services Internship Programs

Institutions of higher education that submit programs for approval must describe the professional competencies and field experiences that candidates in their program are expected to meet. Until standards of program quality are developed for a particular specialist or services credential programs, institutions should continue to use the competency statements that are found in Category B in the *Manual for Developing, Evaluating, and Approving Professional Preparation Programs* for the specific Specialist or Services Credential Program.

Please refer to the appropriate manual for the specific credential requirements and provide a description of how the program addresses each professional competence and field experience requirement following the response to Standard 12.

Standard 12

Determination of Candidate Competence

Prior to recommending each candidate for a Specialist or Services Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each professional competence.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- There is a systematic summative assessment by at least one district supervisor and one institutional supervisor of each candidate's performance that encompasses the skills and knowledge necessary for professional competence, and that is based on documented procedures or instruments that are clear, fair, and effective.
- One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.
- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) To be granted preliminary approval or continued approval by the Commission as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges, and (b) grants baccalaureate academic credit or post-baccalaureate academic credit, or both.
- (2) To be granted preliminary approval or continued approval by the Commission, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender considerations or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.
- (3) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.
- (4) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.
- (5) To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the commission, and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.
- (6) To be granted continued approval by the Commission as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

Preconditions Established by State Law

- (7) Each faculty member who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in an Administrative Services Credential Program, shall actively participate in public elementary or secondary schools at least once every three academic years. Statutory basis: Education Code Section 44227.5(b).
- (8) A college or university that operates a program of professional preparation for teaching or Services Credentials shall require each California resident who applies for program admission to take the California Basic Educational Skills Test. The institution shall require each out-of-state applicant to take this test no later than the second available administration date following the applicant's enrollment in the program. In either case, the institution shall use the results of the test to ensure that each admitted candidate receives appropriate academic assistance to prepare the candidate pass the test. Statutory basis: Education Code Section 44252(f). Health Services Credentials are exempted from this requirement. Education Code Section 44252(b)(6).
- (9) A college or university that operates a program of professional preparation shall not allow a candidate to assume field experience responsibilities until the candidate obtains a certificate of clearance from the Commission which verifies the candidate's personal identification. Statutory basis: Education Code Section 44320(b).